

التعليم
فوق
الجميع | education
above
all

Developing Global Citizenship for Sustainable Development Beyond the Human

21 April 2020

Introduction to our Panelists

Chair:



Samah Al Sabbagh
Research Specialist,
Reach Out to Asia

Presenters:



Dahlia Maarouf
Leadership Development
Specialist, Al Fakhoora



Tareq Albakri
International Programs
Specialist, Reach Out to
Asia



David Mumo
Education Specialist,
Educate A Child



Boran Choi
Global Advocacy Specialist,
Protect Education In Insecurity
and Conflict

Webinar Housekeeping



- All participants will be muted by webinar administrator.



- This session is being recorded and will be shared on our website.



- Use the Q&A function to post questions at anytime during the presentation.
- Panelists may be able to answer a question after each presentation but we would prefer leaving them to the end of the presentation.



- This is an interactive panel and you will be prompted to answer questions using a poll during the presentation

Education Above All Foundation

Education Above All (EAA) is a foundation established in 2012 by Her Highness Sheikha Moza bint Nasser. Its aim is to contribute to **human, social, and economic development** through the provision of quality education for all. With a particular focus on those affected by poverty, conflict, and natural disaster, EAA's work champions the needs of **children, youth and women** to **empower** them to become **active** members of their communities.

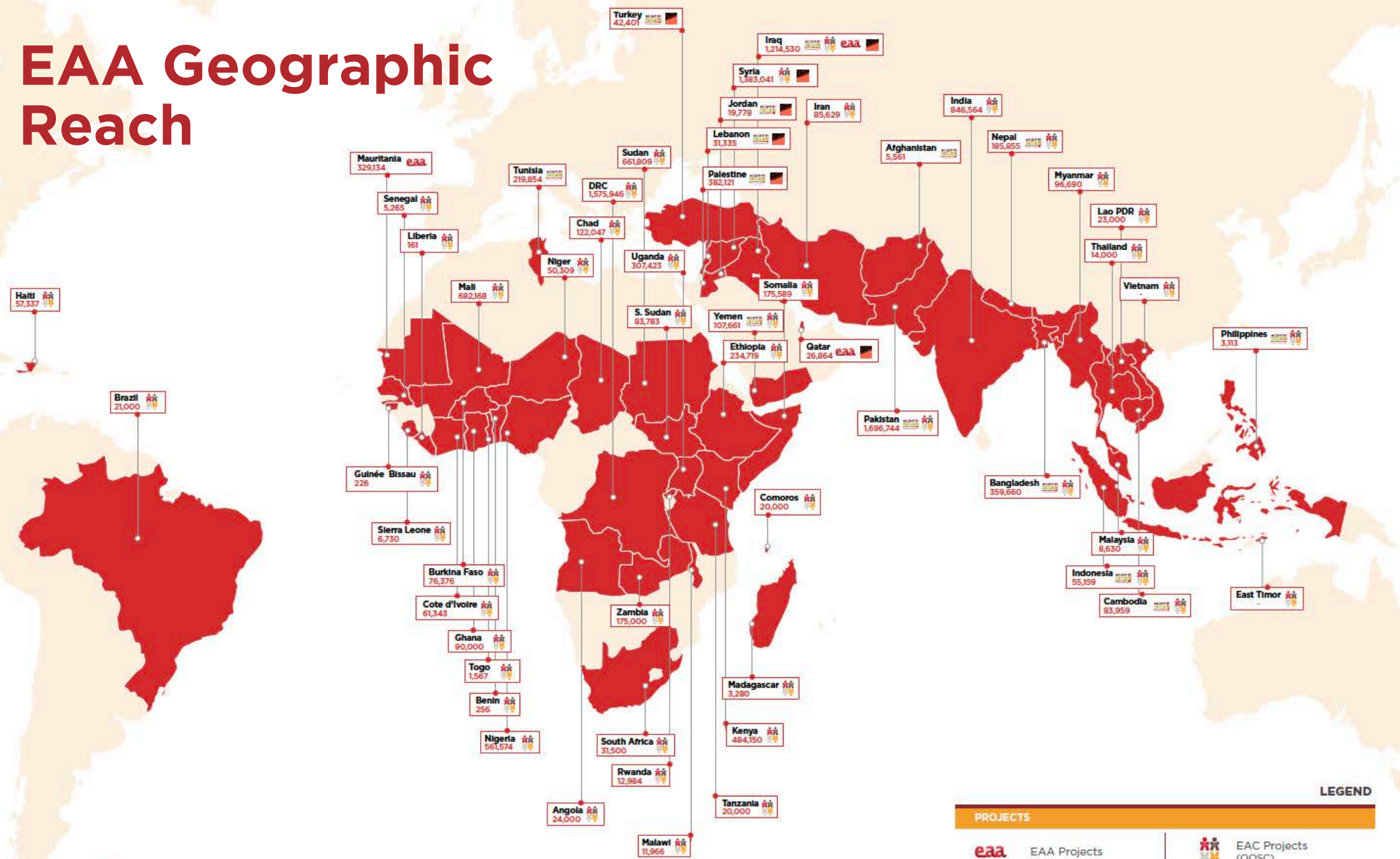
التعليم
فوق
الجميع | education
above
all

EAA is comprised of 4 programmes:



EAA Geographic Reach

التعليم
فوق
الجميع | education
above
all



LEGEND

EAA Projects	EAC Projects (OOSC)
ROTA Projects (OOSC & Youth)	Al Fakhoura Projects (Youth)

Disclaimer: The graphic presentation of boundaries used by EAA in this map is consistent with those produced by the United Nations Geospatial Information Section. This map is provided to facilitate the general location of EAA supported projects. EAA does not have an official position regarding boundaries of or disputed boundaries between countries.

source: <http://www.un.org/Depts/Cartographic/map/profile/world.pdf> (2016)

Published September
2019

What is Global Citizenship Education?

United Nations:

- Nurturing **respect** for all, building a sense of **belonging** to a **common humanity** and helping learners become **responsible** and **active global citizens**.
- the concept that one's **identity transcends**, even as it respects, **geographical and national borders**, and that our social, political, environmental and economic actions occur in an interconnected world.

Global Citizenship for EAA means:

- **Inspiring** learners to develop the **knowledge, skills and values** they need to **actively engage** in a **diverse world**,
- **Empowering** learners to become **proactive contributors** to building a **prosperous world**,
- **Fostering attitudes and behaviours** of **solidarity** that encourage learners to play an **active role** in resolving **local and global challenges**

EAA's Contribution to Global Citizenship



Inspires Civic Engagement



Nurtures Active Citizens

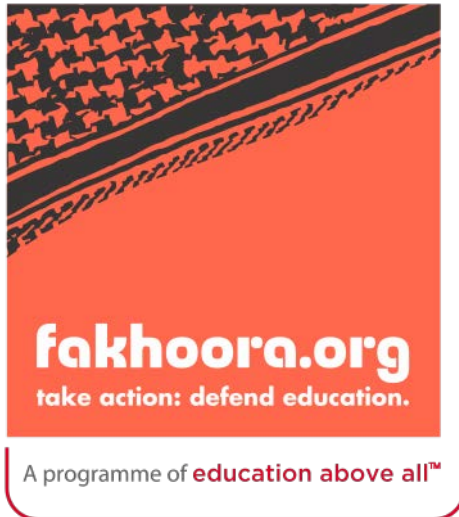


Empowers the Local
Community



Empowers Youth
Peacebuilders

Al Fakhoora



Vision:

Al Fakhoora works to ensure the right to education for youth in conflict-affected regions, particularly refugees and IDPs, through the provision of a holistic higher education model.

Our goal is to unlock a new generation of marginalized youth to become educated, professionally skilled, civically-engaged individuals who inspire and guide their families and communities towards cohesion and prosperity.

Al Fakhoora Scholarship and Empowerment Programme

Quality Education

Student Services

Economic Empowerment

Civic Engagement

Ultimate Outcome

To enable students to reach their full potential and become **civic minded citizens**, who foster a positive **'give back'** attitude. Individuals who actively seek to act in the broader interests of **their community** and through their actions **inspire** others to do the same.



What makes a positive Global Citizen?

“True Global Citizenship can only be cultivated by first nurturing Civic-mindedness.”



Someone who;

- Acts in the broader interests of the community
- Positive ‘give back’ attitude
- Innovative attitude to alleviate hardships within their community
- Self-actualization- to ensure students reach their full potential
- Civic minded mindset → civic-minded behavior (action)

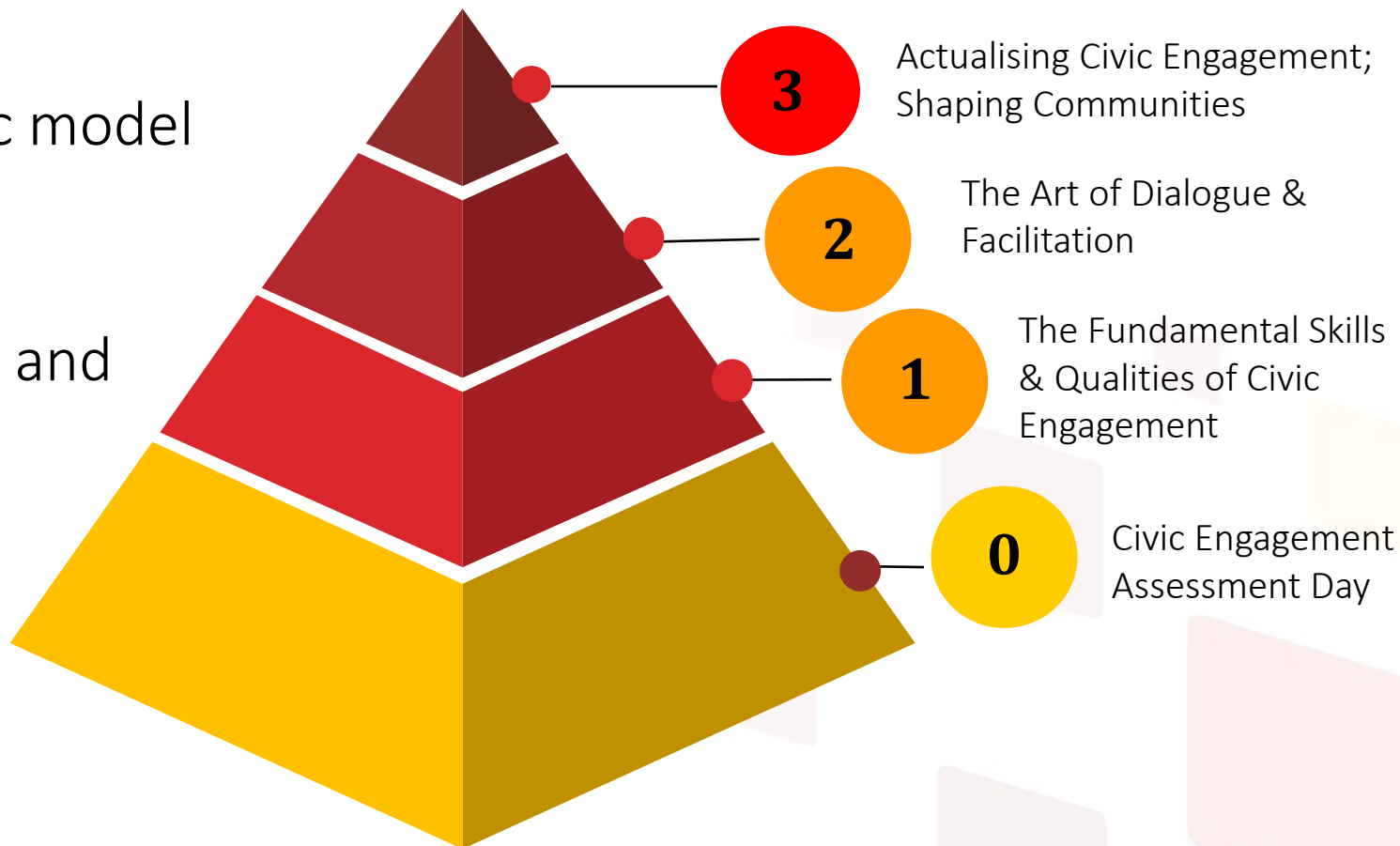


Civic Engagement Curriculum

“From Gaza to West Bank, Lebanon, Jordan, Turkey, and Iraq”

Unique methodology;

- Comprehensive and holistic model
- Selection for success.
- Staggered over 4 years
- Providing 21st century skills and Social Emotional Learning
- A Journey of Empathy
- Theory and Actualization
- Sustainability – primary to secondary audience

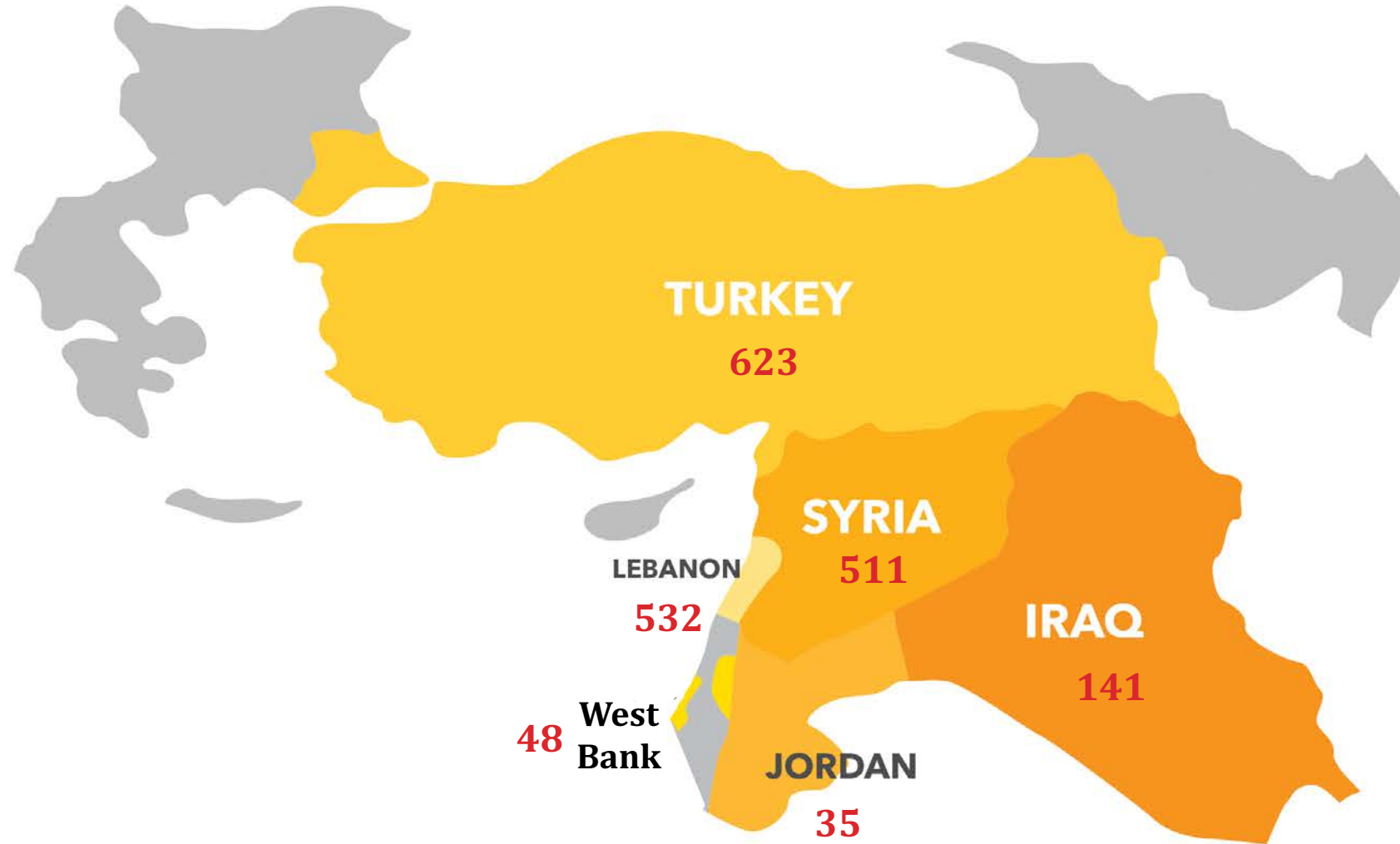


inspire

HEARTS. MINDS. ACTION



Tailoring for Context: Reaching out to Syrian refugee youth



Reach Out to Asia



REACH OUT TO ASIA
أيادي الخير نحو آسيا

A programme of education above all™



- Through education we nurture youth and local communities
- 15 years ROTA worked in 15 countries in MENA and Asia, reached 1.3M beneficiaries.
- Support youth to take action in their local and global communities and make a difference towards a more sustainable world.

Citizenship Education- ROTA

Philosophy: Youth are empowered to take action for a prosperous and sustainable world

3 Principles

1. Developing youth civic competency

- Individual and team leadership and civic skills
- Understanding, responsible + appreciative engagement with communities

2. Youth own the community issue and its solution

- Deliberations, reflection, causes/ impact > interconnectedness
- A bond established to sense of duty to take responsible action (solution),

3. Result: They learn how to “make a difference” as citizens

- Individual -change in attitude/behavior
- Group - empowered young citizens making a difference

1. ROTA Youth Challenge (RYC)-Qatar

YP IMPROVE: knowledge, skills, inspiring experiences

YP TAKE ACTIVE ROLES in building their communities

YP Confidently VOICE their perspectives on global issues through the right platform

Themes: SDGs, peace & conflict, hunger, poverty and youth civic engagement etc.

Example from Qatar: Dugong Ambassadors



RYC Program Achievements*

4,425

youth conference participants

49

youth service clubs established

1,128

youth leaders trained

400+

training workshops hosted



* until 2019

2. MENA Youth Capacity-building in Humanitarian Action (MYCHA)

Catalyzing youth-led local humanitarian actions in crisis

Crisis-affected communities.
Commitment to WHS 2016

In 3 years:

- 500 youth trained
- 50 new partners established
- 97% of them think they can contribute to local HA

Youth involvement are usually:

Influence (awareness, fundraising, decision making)

Deliver service or relief material to affected communities

Examples (among many others):

- Organize training to young people on food and relief distribution to IDPs in Iraq,
- Launching online MENA region wide campaign on staying safe from COVID-19



3. iEarn-Qatar: *learn with the world, not just about it...*



Central Questions:

- Can education **prepare young active compassionate global citizens?**
- Can theoretical knowledge improve the **health and welfare of our planet** in line with SDGs?



How?

Online Project Based Learning, within international network of school teachers and students

Teams across the world collaborate and **develop local solutions to global issues-** and **share the learnings with other teams accross world**

What do they learn?

Creativity, critical thinking, and global interconnectedness.

Examples of projects:

- Use of renewable energy,
- Appreciate cultural diversity,
- Rationalising family budgets
- Minimising impact of climate change on communities.

Result in Qatar?

- **15,057** students and **2,460** educators trained.
- Government plans to rollout to all schools in Qatar.

4. Empowering Refugee Children and Youth through Sports in Lebanon-International



In Qatar young people developed appreciation of cross border compassion, organizing skills, solidarity to make a difference in the lives of disadvantaged youth.

4/21/20

In Lebanon- refugee young people took on healthy lifestyles, community relations improved, strengthened sense of ownership and efficacy to serve the community.



ROTA approach for Citizenship Education

Empowering youth to lead local and global community action that makes a difference

- **Raise awareness** about issues of concern among youth and **improve their civic skills** to work in their environment (competency),
- Youth **own** the community problem and proposed solution in an interconnected world,
- Youth put **civic values** of (solidarity, inclusion, cross-cultural respect, etc.) into **practice** through **taking action**,
- **Advocate** to make a difference and **become a local/global young citizens.**

Educate A Child (EAC)



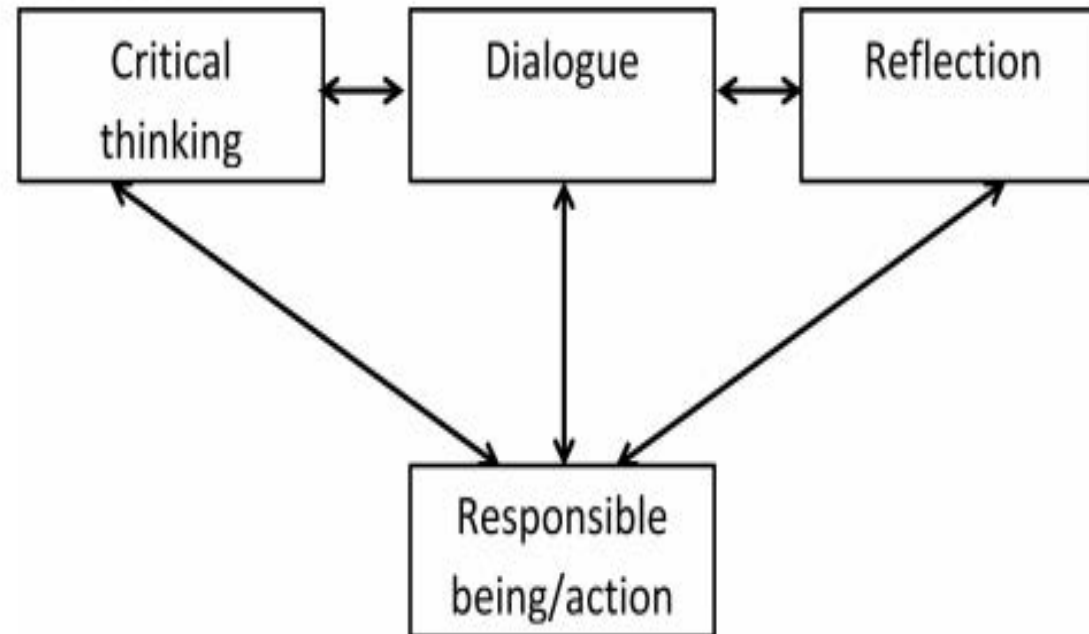
علم طفلاً
EDUCATE A CHILD

A programme of education above all™

- Educate A Child is a global program of EAA that targets at the **primary** level the enrolment and retention of out of school children and children at risk of dropping out.
- EAC has to date secured commitments to enroll and retain more than **10.4 million** out of school children through more than **70** projects in **50 countries**
- EAC implements in partnerships with experienced and respected UN agencies, international and national NGO partners.

EAC working with communities

- EAC work encompasses several approaches and is shaped by the specific needs and circumstances of each project.
- The projects seek solutions to overcoming the barriers faced by the OOSC and encourage communities to look for local solutions.



Youth Volunteers as GC



- A number of our projects use youth volunteers to support in community mobilization, identification and enrolment of OOSC.
- In India, Educate Girls has a team of volunteers known as *Team Balika*, who are trained on skills such as problem solving, decision making, and communication.
- So far they have helped to identify, enroll and support **274,000 OOSC**.



Youth Volunteers as GC

- Educate Girls also uses the Team Balikha volunteers to establish **girls' clubs** known as the **Bal Sabha** in target schools. The girls learn skills such as leadership, decision making, confidence building, public speaking, Interpersonal skills, empathy and personal health hygiene.
- Members of the **Bal Sabha** clubs gain confidence and often undertake child-to-child sensitization to convince those still out of school to enroll.
- Thus the children in the clubs acquire and practice global citizenship skills from an early age.

Youth Volunteers as GC

- In Pakistan British Council had *ILMBASSADORS* to support the enrolment of OOSC in schools.
- Undertook community mobilization, advocacy meetings and organized sports events for children. These efforts led to the enrolment of 329,000 OOSC.
- The role was recognized by the regional governments and rewarded.



Parent Volunteers as GC

- In **South Africa**, **MIET Africa** project engaged parent volunteers to mobilize and re-enroll children who had dropped out of school.
- The volunteers also used their persuasive power to lobby local businesses and transporters to support the at risk children. As a result the children in need got learning materials, food vouchers and transport services.
- This lobbying helped sensitize the local community on the inequity existing in the townships and the need to provide for the less fortunate.

Offering relevant solutions to communities

- In Uganda, Building Tomorrow had a Fellows program to enhance access.
- BT Fellows supported mobilization, had entrepreneurship projects, tracked data.
- Helped to initiate enterprises hence additional resources and more children could enroll and remain in school.



Global Citizenship at multiple levels

- From these examples we see how communities become empowered, think critically about their situation and take the necessary action to solve their problems.
- By involving the youth this creates a favorable multiplier effect as many others internalize the need to do good for their societies.
- This approach in solving educational challenges through acting as global citizens is sustainable and can be replicated across other sectors such as nutrition, health, WASH et cetera.
- The current situation with the COVID-19 pandemic calls for collective action and empowering youth volunteers to serve their communities in breaking the disease spread could be a starting point.

Protect Education in Insecurity and Conflict



A programme of **education above all™**

Vision:

A world where the right to education of every child and young person is protected and safeguarded even during conflict and crisis; where right holders are empowered to achieve their full potential and recognized as agents of change contributing to building more just, prosperous and peaceful society.

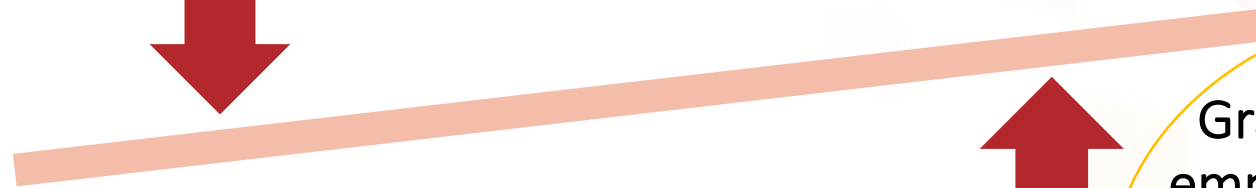
Right to Education:

fundamental human right protected at all times by international human rights law; an enabler of other rights and an important condition to ensure peaceful society.

Protect Education in Insecurity and Conflict

- Advocacy Approaches:

High-level advocacy
targeting duty bearers



Grassroots advocacy by
empowering right holders
with knowledge and skills for
human rights advocacy -
including right to education -
and sustainable
peacebuilding

Background:

1.8 billion youth(age 15-29) in the world

408 million (23%) live in conflict and insecurity

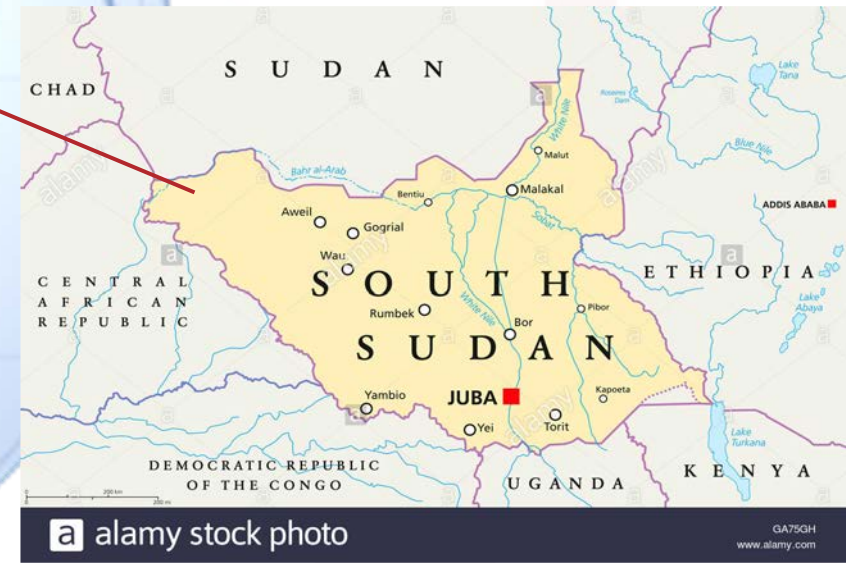


YOUTH: Key Agents for Peace

- United Nations Security Council Resolution 2250 on Youth, Peace and Security (2015)
- Youth play a pivotal role in prevention and resolution of conflicts, and peacebuilding and peacekeeping efforts
- Youth development & engagement: crosscutting matters in the 2030 Agenda for Sustainable Development

Non-formal education programme to empower youth affected by conflict and insecurity

- **Goal:** Empowerment of youth to become a positive agent of change to contribute to building more just, prosperous and peaceful society
- **Target group:** Youth affected by conflict and insecurity
- **Key values, knowledge and skills:**
 - ✓ Respect for diversity in ethnicity, language, religion, culture, disability, socio-economic status, opinion, etc.
 - ✓ Understanding of human rights (right to education as an enabler) and advocacy
 - ✓ Sustainable peacebuilding and conflict resolution
 - ✓ Responsibility, social justice and democracy
 - ✓ Empathy and solidarity
 - ✓ sustainable development



The Acholi sub-region in northern Uganda & South Sudan

- Implementing partner:  Whitaker Peace & Development Initiative (WPDI)
- **Target group:** conflict affected youth including former child soldiers
- **Youth Peacemaker Network (YPN):** one year training on entrepreneurship and business skills, ICT, leadership, UN Sustainable Development Goals, human rights advocacy and peacebuilding
 - ✓ Mobilized at Community Learning Centers to share knowledge and skills; to lead community dialogues and conflict resolution between tribes, sports for peace, cinema for peace; and to provide peace education in local schools and communities

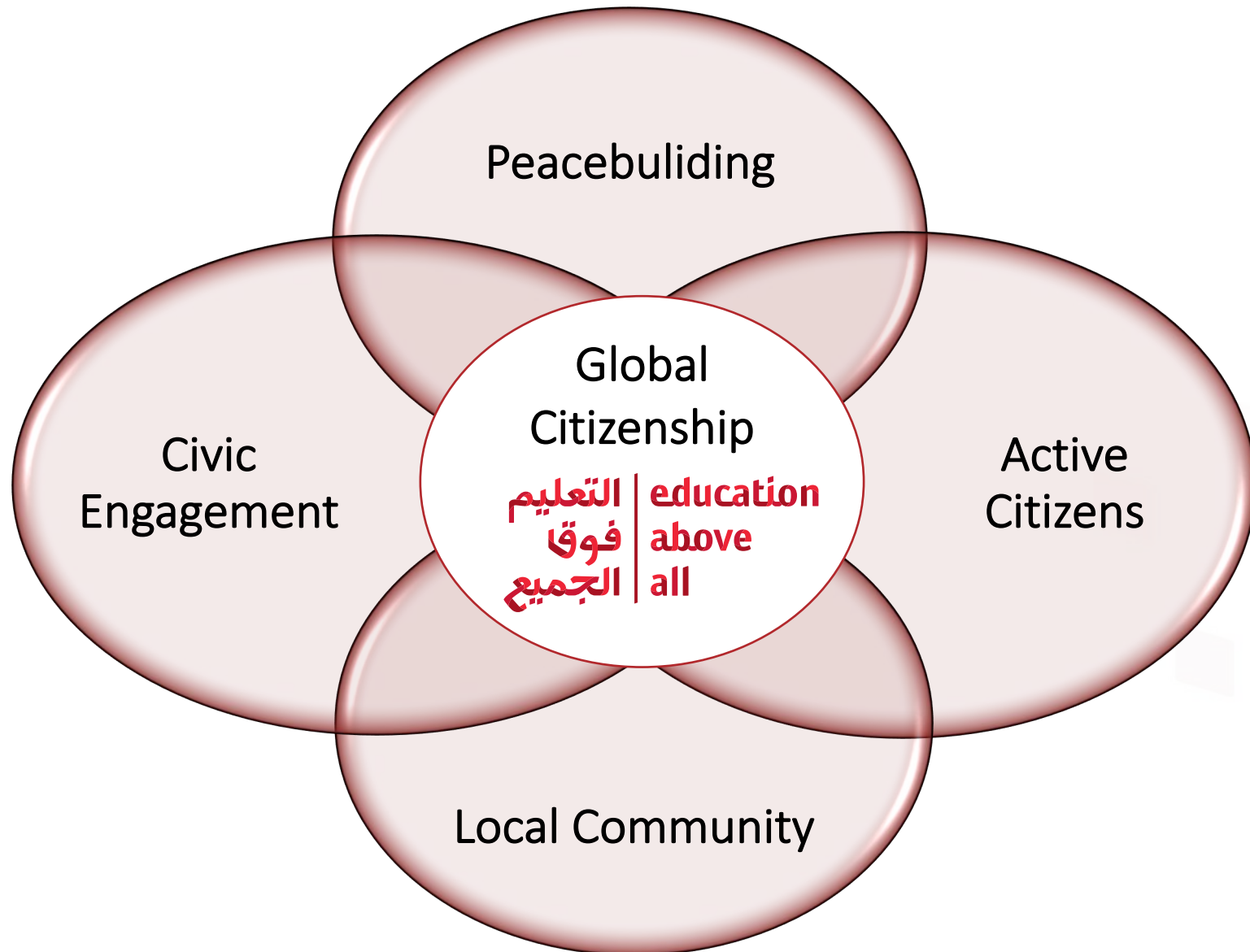


Bidi Bidi Refugee Settlement, northwestern Uganda

- Implementing partner:  Artolution
- **Target group:** primary and secondary students and community members
- **Lead team:** local teachers, artists and students jointly trained by EAA and Artolution
- **Programme:** Empowerment of children and youth affected by conflict with knowledge and skills on human rights, key values and attitudes of global citizenship for peacebuilding, and creative advocacy for the human rights including right to education through interactive art



Conclusion



Global Citizenship values

Understand Human Rights

Peacebuilding

Responsibility and Action

Social Justice and
Solidarity

Respect for diversity

References

- Academic Impact, United Nations: <https://academicimpact.un.org/content/global-citizenship-education>
- Oxfam Education: <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>
- GCED Framework developed in “*Global Citizenship Education: Topics and learning objectives*,” by UNESCO, 2015, p.15.
- The UN chronicle, 2017. LIV(4): https://www.un-ilibrary.org/united-nations/un-chronicle/volume-54/issue-4_af25c0b3-en
- Chloe Blackmore, University of Bath, UK. *Towards a pedagogical framework for global citizenship education in International Journal of Development Education and Global Learning* 8 (1) 2016

Thank You

Chair: Samah Al Sabbagh, Reach Out to Asia salsabbagh@eaa.org.qa

Presenters

1. Dahlia Maarouf, Al Fakhoora
dmaarouf@eaa.org.qa
2. Tareq Albakri, Reach Out to Asia
talbakri@eaa.org.qa
3. David Mumo, Educate A Child
dmumo@eaa.org.qa
4. Boran Choi, Protect Education In Insecurity and Conflict,
bchoi@eaa.org.qa

For more information scan:

